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**ABSTRACT**

This list of competencies and learner outcomes is the product of a 2-day meeting held to develop competencies for a new consumer and homemaking course for 9th and 10th grade students. Included in the list are competencies pertaining to the following program areas: responsibility and self-image, coping with today, family living and parenthood education, nutrition and foods, management, consumer education, child development, housing, and clothing and textiles. Each section contains parallel lists of concepts, competencies, and learner outcomes. (MN)

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Development of a Competency-based Education (CBE) Curriculum  
for  
Surviving Today's Experiences and Problems Successfully (STEPS)  
Part 1  
Final Report

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FINAL REPORT

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A two-day meeting was held in Petersburg, West Virginia, to develop competencies for a new consumer and homemaking course.

Surviving Today's Experiences and Problems Successfully (STEPS) is the new home economics course for ninth and tenth grade students. The purpose of the course is to help high school freshmen and sophomores develop the knowledge, skills, and attitudes related to home economics . . . and life . . . that are needed during the adolescent years.

A set of unifying concepts that will thread through each unit have been identified. These unifying concepts address concerns of vital importance in learning to live in the 1980's and beyond.

A competency based curriculum is to be developed for the following units:

- Coping with Today
- Consumer Education
- Family Living/Parenthood Education
- Housing
- Home Management
- Clothing and Textiles
- Food and Nutrition
- Child Development

The STEPS curriculum developed must meet federal regulations and state policies related to consumer and homemaking education. STEPS is to be comprehensive in nature as it will replace Home Economics I that is taught in most schools at the present time.

STEPS represents a strong movement by home economics to help individuals and families regain control of their lives through voluntary simplification of the way they live. In the decade ahead we must learn to live with less; we must consume less and learn to manage our resources more effectively; production of goods and services within the home may increase. Home economics will relate to the rise of the "prosumer."

Workshop participants included classroom teachers, college personnel, graduate students and State Department of Education staff.

Workshop participants worked both in small groups and large groups to develop competencies for the new curriculum. Competencies were developed for units of instruction in each of the ten integrating concepts.

# INTRO JCTORY UNIT

| CONCEPTS                 | COMPETENCIES                                                                                                                       | LEARNER OUTCOMES                                                                                                                                                |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0 RESPONSIBILITY       | *1.0 The learner will develop a sense of responsibility for self and others.                                                       | 1.11 The learner will explain how taking responsibility helps us direct our own lives.                                                                          |
| 2.0 APPRECIATION         | 2.0 The learner will develop appreciation for those things in life for which we can be grateful.                                   | 2.11 The learner will identify things to appreciate in our lives that we often take for granted.                                                                |
| 3.0 HUMAN RELATIONSHIPS  | 3.0 The learner will develop positive relationships with the people who are important in his/her life.                             | 3.11 The learner will identify reasons why it is important for teenagers to develop good relationships with the people in their lives.                          |
| 4.0 SELF-IMAGE           | 4.0 The learner will develop a clear but positive image of him/herself.                                                            | 4.11 The learner will describe how he/she would like to view him/herself.                                                                                       |
| 5.0 COPING/<br>SURVIVING | 5.0 The learner will develop strategies that lead to growth for coping with problems.                                              | 5.11 The learner will identify defense mechanisms people use in coping.<br>5.12 The learner will identify positive coping strategies for dealing with problems. |
| 6.0 WORLD INFLUENCES     | 6.0 The learner will understand some ways our lives are intertwined with those of people everywhere.                               | 6.11 The learner will explain why the world is called a "global village."                                                                                       |
| 7.0 ENERGY CONCERNS      | 7.0 The learner will develop attitudes and practices that are consistent with conserving our non-renewable energy supply.          | 7.11 The learner will identify reasons for conserving our non-renewable energy supply.                                                                          |
| 8.0 RECYCLING            | 8.0 The learner will develop attitudes and practices consistent with a conservation ethic in relation to scarce natural resources. | 8.11 The learner will identify reasons for becoming more conservative of scarce natural resources.                                                              |

\* The numbering system for Competencies in the Introductory Unit indicates that these Competencies are the overall Competencies for the entire course rather than for this particular unit.

**9.0 LEADERSHIP  
QUALITIES**

9.0 The learner will develop leadership skills to help direct the course of events and exercise these skills in positive causes.

9.11 The learner will identify reasons to develop leadership skills.

9.12 The learner will identify opportunities to develop leadership qualities through FHA Chapter activities.

9.13 Having explained the purpose of parliamentary procedure, the learner will identify basic procedures to follow.

**10.0 CAREER  
AWARENESS**

10.0 The learner will explore home economics related occupations and describe how home economics contributes to career success regardless of occupation.

10.11 The learner will identify ways teenagers can gain experiences that lead to career success.

# COPING WITH TODAY

| CONCEPTS                     | COMPETENCIES                                                                                                           | LEARNER OUTCOMES                                                                                                                                                                                                            |
|------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0 CAPTAIN OF YOUR OWN SHIP |                                                                                                                        |                                                                                                                                                                                                                             |
| Introduction                 | 1.10 The learner will identify problems that teenagers face.                                                           | 1.11 The learner will identify problems that teenagers face and categorize by type of problem.                                                                                                                              |
| Human Relationships          | 1.20 The learner will explain problems in human relationships teenagers have.                                          | 1.21 Having identified problems in human relationships that teenagers face, the learner will identify reasons these problems may arise.                                                                                     |
| Responsibility               | 1.30 The learner will differentiate between responsible and irresponsible attitudes and actions toward self and others | 1.31 Given situations, the learner will predict consequences of responsible and irresponsible actions and attitudes toward self and others.                                                                                 |
| Appreciation                 | 1.40 The learner will explain advantages of parents and schools delaying use of symbols of maturity.                   | 1.41 The learner will identify ways parents and school encourage giving or delaying symbols of maturity.<br><br>1.42 The learner will explain why parents and schools want to tell when symbols of maturity should be used. |
| Coping/Surviving             | 1.50 The learner will apply appropriate coping strategies in dealing with problems.                                    | 1.51 Given situations describing how teenagers cope, the learner will predict the long range effect.<br><br>1.52 Given situations, the learner will apply coping strategies for dealing with problems.                      |
| Self-image                   | 1.60 The learner will identify influences that may be destructive to one's self-image.                                 | 1.61 Given a description of influences on teenagers, the learner will identify those that may be destructive to one's self-image.                                                                                           |

**Coping/Surviving** 1.70 The learner will find constructive ways to cope with destructive factors related to the self.

## 2.0 LEADERSHIP

### Leadership Qualities

2.10 The learner will identify ways to cope with questionable leadership.

2.20 The learner will examine his/her leadership potential.

## 3.0 COPING WITH THE WORLD

### World Influences

3.10 The learner will identify the influence of world events and conditions on the life of the teenager today.

### Energy Concerns

3.20 The learner will predict ways attitudes today may affect energy availability tomorrow.

1.71 Given a list of potentially destructive influences on self-image, the learner will identify a constructive coping strategy to deal with each.

1.72 The learner will identify ways to avoid or cope with other factors that may be destructive to him/herself.

2.11 The learner will identify ways to cope with ineffective leadership.

2.12 The learner will identify ways to cope with leadership toward questionable goals.

2.21 The learner will determine ways to exert leadership in a group situation.

2.22 The learner will draft a platform for his/her goals as a leader.

3.11 The learner will identify ways current conditions and events in the nation and world affect the life of teenagers.

3.21 The learner will describe the effects of different attitudes and practices on future energy availability.

Recycling

- 3.30 The learner will explore the attitudes of teens who are given the choice of using recycled or new items.

- 3.31 Given a case study of a student who is making the decision to use a recycled vs. new item, the learner will list attitudes that might be expressed.

4.0 COPING WITH CAREERS

Career Awareness

- 4.10 The learner will identify ways attitude toward work affect performance.
- 4.20 The learner will relate high school courses/curriculum to career choices.

- 4.11 The learner will tell how the same attitudes that affect performance at school can affect performance on the job.

- 4.21 The learner will identify the curriculum tracks available in the school and relate class choices to career decisions.

Entrepreneurship

- 4.30 The learner will explore entrepreneurship as a means to adding to his/her income.

- 4.31 Given situations concerning a shortage of income, the learner will explore the feasibility of self-employment as a means of coping with a problem.

I-7

# FAMILY LIVING/PARENTHOOD EDUCATION

| CONCEPTS                     | COMPETENCIES                                                                                                             | LEARNER OUTCOMES                                                                                                                                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0 FAMILIES TODAY           |                                                                                                                          |                                                                                                                                                                              |
| Family Changes               | 1.10 The learner will identify societal factors affecting families today.                                                | 1.11 The learner will explain how factors in society can affect family life.                                                                                                 |
| Responsibility               | 1.20 The learner will describe the roles and responsibilities that must be assumed within families.                      | 1.21 Given a description of a family, the learner will list roles and responsibilities that must be assumed by family members.                                               |
| Interdependence              | 1.30 The learner will identify situations in which roles assumed by family members may change.                           | 1.31 Given case studies of families with varying life styles and/or emergency situations, the learner will assign responsibilities to various family members in each family. |
| World Influence              | 1.40 The learner will tell ways cultures other than our own and world situations have influenced family life in the U.S. | 1.41 Given descriptions of a cultural background or a world situation, the learner will identify the influence upon family life in the U.S.                                  |
| 2.0 DEVELOPING IN THE FAMILY |                                                                                                                          |                                                                                                                                                                              |
| Self-image                   | 2.10 The learner will identify factors within the family that contribute to the formation of self-image.                 | 2.11 Given a list of factors within the family, the learner will explain how they contribute to the formation of self-image.                                                 |
| Appreciation                 | 2.20 The learner will plan ways to show appreciation for the positive qualities of family members.                       | 2.21 Given a short story, the learner will describe the positive qualities of the characters in the story.                                                                   |
|                              |                                                                                                                          | 2.22 The learner will describe ways the adolescent can show appreciation to other family members.                                                                            |

Leadership  
Qualities

- 2.30 The learner will describe how leadership qualities can be developed within the family.

3.0 IMPROVING  
RELATIONSHIPS

## Responsibility

- 3.10 The learner will examine ways in which rights and responsibilities are related.

Human  
Relationships

- 3.20 The learner will identify factors that contribute to conflicts in role expectations.

- 3.30 The learner will predict the effects of value conflicts among family members.

- 3.40 The learner will show how communication affects relationships.

- 3.50 The learner will examine ways the basic qualities of friendship form the foundation on which other relationships are built.

- 2.23 The learner will plan an activity designed to show appreciation for an older relative.

- 2.31 Given a family activity, the learner will describe how leadership qualities can be developed by carrying out the activity.

- 3.11 The learner will predict the outcome when rights and responsibilities are in conflict.

- 3.21 Given situations, the learner will determine how conflicting role expectations affect family life.

- 3.31 Given situations, the learner will predict the effect on family relationships of acting on values that are in conflict with those of other family members.

- 3.41 The learner will identify and/or demonstrate verbal and nonverbal communication.

- 3.42 Given situations, the learner will predict the effect of the amount and type of communication on relationships with other people.

- 3.51 The learner will identify the skills that are important in developing good relationships with other people.

- 3.52 The learner will describe ways in which dating is a special way of exploring feelings of friendship and love.

#### 4.0 PARENTHOOD

Responsibility 4.10 The learner will identify characteristics associated with readiness for parent-good.

4.11 The learner will compile a list of obligations and responsibilities with respect to being a teenage parent.

4.12 The learner will explain some consequences for the teenager who becomes a parent.

#### 5.0 FAMILIES COPE TO SURVIVE

Coping/  
Surviving 5.10 The learner will examine ways families can cope with/survive problems.

5.11 Given an example of a problem-causing situation, the learner will identify the nature of the problem(s) created and predict the effect on family members.

5.12 Given a situation involving a family problem, the learner will analyze coping/surviving techniques.

T-10

Human Relationships 5.20 The learner will identify ways family members are exploited.

5.21 The learner will predict the effects of exploitation of a family member on the individual and the family unit.

Recycling 5.30 The learner will identify ways recycling can help families cope.

5.31 The learner will develop a plan for family cooperation to recycle items used by the family and explain how the plan helps the family cope.

Energy Concerns 5.40 The learner will examine ways family members can cooperate to save energy.

5.41 The learner will develop a plan for reducing energy consumption within his/her household.

## 6.0 CAREER AWARENESS

- Careers** 6.10 The learner will examine family/parenthood oriented careers.
- Entrepreneurship** 6.20 The learner will explore entrepreneurship in family services.
- Human Relationships** 6.30 The learner will relate family skills to career success.

- 6.11 The learner will describe family/parenthood oriented careers and preparation needed.
- 6.21 Having identified a self-employment opportunity, the learner will explore its feasibility.
- 6.31 Having identified an occupation from any area, the learner will describe how living skills learned within the family contribute to success.

T-11

## NUTRITION AND FOODS

| CONCEPTS                      |                  | COMPETENCIES                                                                                                                      | LEARNER OUTCOMES                                                                                                                                                    |
|-------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0 MEETING NUTRITIONAL NEEDS |                  |                                                                                                                                   |                                                                                                                                                                     |
|                               | Responsibility   | 1.10 The learner will identify reasons teenagers give for not eating a nutritious diet and suggest ways to improve eating habits. | 1.11 Given a reason for teenagers not eating a nutritious diet, the learner will suggest changes that need to be made in eating habits to insure a nutritious diet. |
|                               | Self-image       | 1.20 The learner will identify ways eating patterns are affected by peer pressure and self-image.                                 | 1.21 The learner will relate peer pressure to food habits.                                                                                                          |
|                               |                  |                                                                                                                                   | 1.22 The learner will identify ways self-image affects and is affected by the eating patterns of one's self and peers.                                              |
| T-12                          | Leadership       | 1.30 The learner will describe how a person in a leadership or "hero" role can influence food choices.                            | 1.31 The learner will identify ways persons in leadership or "hero" roles can influence the food choices of others.                                                 |
|                               | World Influences | 1.40 The learner will examine economic and cultural influences on food selection.                                                 | 1.41 The learner will identify foods common to different cultures and explain reasons for their use in the cultures.                                                |
|                               |                  |                                                                                                                                   | 1.42 Given a recipe and appropriate ingredients, the learner will prepare a dish common to a culture other than his/her own.                                        |
|                               | Self-image       | 1.50 The learner will relate weight and size to self-image.                                                                       | 1.51 The learner will relate present or previous size to self-image.                                                                                                |
|                               |                  |                                                                                                                                   | 1.52 The learner will identify the factors that affect size and differentiate between those that can and cannot be controlled.                                      |

## Responsibility

1.60

The learner will identify his/her responsibility for obtaining adequate nutrition.

## Coping/ Surviving

1.70

The learner will determine ways to get a nutritionally adequate diet under different circumstances.

1.53

The learner will describe ways to gain, lose, or maintain weight.

1.61

The learner will list diets considered to be "fad diets" and describe long-term effects of using them.

1.62

The learner will compare nutritional needs (RDA) of different age groups.

1.63

The learner will describe the special nutritional requirements for teenage athletes.

1.64

The learner will describe the special nutritional requirements of the pregnant teenager.

1.65

The learner will explain the personal responsibility involved in obtaining adequate nutrition.

1.71

The learner will plan a day's food intake that is nutritionally adequate and that offers variety.

1.72

Given fast food and other choices away from home, the learner will plan a nutritionally adequate diet.

1.73

The learner will plan and prepare snacks that contribute to the total nutritional needs for the day.

1.74

The learner will plan nutritious meals that can be prepared quickly.

1.75

The learner will plan nutritious meals for families whose members have varying time schedules.

Leadership  
Qualities

1.80

The learner will exert positive leadership in relation to food habits.

1.81

The learner will plan and conduct a good food habits campaign.

2.0 BUYING,  
STORING,  
PRESERVING  
FOOD

## Appreciation

2.10

The learner will compare food choices available to us with those of earlier times.

2.11

The learner will compare food choices available to him/her at the present with those available to past generations.

World  
Influences

2.20

The learner will relate world wide events and conditions to food availability and cost.

2.21

The learner will tell ways food availability and price are affected by world events and conditions.

Coping/  
Surviving

2.30

The learner will identify ways to cope with inflation in relation to food.

2.31

The learner will identify ways to cope with inflation in providing food for him/herself and the family.

2.32

The learner will determine practices that will provide better food buys.

Coping/  
Surviving

2.40

The learner will identify the basic methods of food preservation and storage.

2.41

The learner will describe ways to store foods to preserve freshness and insure safety.

2.42

The learner will demonstrate food preservation by one or more methods and explain safety factors involved.

## Responsibility

2.50

The learner will identify ways family members can share responsibility for food for the family.

2.51

The learner will develop a plan for sharing the responsibility among family members for purchasing, storing, and preparing food.

3.0 SAFETY AND  
SANITATION

## Responsibility

3.10

The learner will identify basic rules for food safety and sanitation in the home.

3.11

The learner will list basic safety/sanitation rules to follow when preparing, serving, and storing food.

|                                       |      |                                                                                                                   |      |                                                                                                                                         |
|---------------------------------------|------|-------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility                        | 3.20 | The learner will demonstrate responsibility in the safe use and care of kitchen equipment.                        | 3.12 | The learner will describe preventive measures for common types of food poisoning.                                                       |
| Coping/<br>Surviving                  | 3.30 | The learner will cope with emergency situations in terms of food and water supply.                                | 3.21 | Given a piece of kitchen equipment or an appliance, the learner will explain responsible behavior in using it safely.                   |
| <b>4.0 PREPARING AND SERVING FOOD</b> |      |                                                                                                                   |      |                                                                                                                                         |
| Fruits and Vegetables                 | 4.10 | The learner will prepare hot and cold beverages.                                                                  | 4.11 | The learner will prepare nutritious hot and cold beverages for meals and entertaining.                                                  |
| Beverages                             | 4.20 | The learner will prepare fruits and vegetables in various ways.                                                   | 4.21 | The learner will prepare fruits and vegetables in a variety of ways suitable for meals and entertaining.                                |
| Protein Foods                         | 4.30 | The learner will prepare low-cost protein foods.                                                                  | 4.31 | The learner will prepare eggs and other low-cost protein foods and explain how they can be used in different types of meals and snacks. |
| Human Relationships                   | 4.40 | The learner will examine the effects of personal attitudes and practices on family relationships during mealtime. | 4.41 | The learner will identify and demonstrate appropriate table manners.                                                                    |
|                                       |      |                                                                                                                   | 4.42 | The learner will describe ways family relationships affect the atmosphere at mealtime.                                                  |
| Coping/<br>Surviving                  | 4.50 | The learner will plan and prepare nutritious meals for him/herself.                                               | 4.51 | The learner will plan and prepare a nutritious meal for him/herself.                                                                    |
| Human Relations                       | 4.60 | The learner will demonstrate use of nutritious foods for entertaining.                                            | 4.61 | The learner will plan, prepare, and serve nutritious food for entertaining.                                                             |

Coping/  
Surviving 4.70 The learner will identify ways  
to cope with inflation in rela-  
tion to food.

Recycling 4.80 The learner will utilize left-  
overs in new ways.

Energy  
Conservation 4.90 The learner will compare  
various cooking and other meal  
preparation procedures in terms  
of nonrenewable energy require-  
ments.

Coping/  
Surviving 4.110 The learner will relate food  
quality to use of various re-  
sources.

4.71 The learner will plan and prepare nutri-  
tious, low cost meals that are culturally  
acceptable to the learner.

4.81 Given leftover food, the learner will plan  
and prepare a new dish.

4.91 Given a list of cooking methods, meal pre-  
paration procedures, and equipment, the  
learner will rank from high to low in terms  
of nonrenewable energy use.

4.111 Given a food to prepare, the learner will  
compare the food quality, time, and effort  
required when food is cooked with different  
types of equipment.

4.112 The learner will compare cost, taste, and  
time in preparing some basic foods from a  
mix and from scratch.

## 5.0 CAREER AWARENESS

Careers 5.10 The learner will identify career  
opportunities in the area of foods.

5.11 The learner will describe the employment  
opportunities and requirements in foods  
and nutrition.

Entrepreneurship 5.20 The learner will explore entrepre-  
neurship in foods and nutrition.

5.21 Having identified a self-employment op-  
portunity in foods and nutrition, the learner  
will explore its feasibility.

# MANAGEMENT

## CONCEPTS

## COMPETENCIES

## LEARNER OUTCOMES

### 1.0 WHY SHOULD I MANAGE

#### Responsibility

1.10

The learner will describe the responsibility one has for reaching goals.

1.11

The learner will explain the personal responsibility involved in setting goals.

1.12

The learner will explain the personal responsibility involved in reaching goals.

#### Managing Scarce Resources

1.20

The learner will explain why better management is needed when resources are scarce.

1.21

Given situations, the learner will identify which resources are scarce.

1.22

Given situations in which resources are limited, the learner will suggest a substitute.

#### Self-image

1.30

The learner will describe ways of improving self-concept through management practices.

1.31

Given situations in which poor management practices affect self-image, the learner will suggest possible changes to be made.

### 2.0 DECISION MAKING

#### Ways to Decide

2.10

The learner will identify ways decisions are made and decide when each is appropriate.

2.11

Given case studies, the learner will identify the way decisions were made and tell if each was appropriate.

#### Rational Decisions

2.20

The learner will use the rational decision-making process.

2.21

Given a problem situation, the learner will use the five-step decision process in making the decision.

#### Responsibility

2.30

The learner will recognize the individual responsibilities for the decision-making process.

2.31

Given a case study, the learner will explain the probable consequences of the specific decisions and responsibilities assumed in making those decisions.

### 3.0 RESOURCE MANAGEMENT

|      |                               |      |                                                                                                                        |      |                                                                                                                                                                      |
|------|-------------------------------|------|------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T-18 | Appreciation                  | 3.10 | The learner will recognize ways use of human resources enhances quality of life.                                       | 3.11 | Given situations, the learner will identify ways human resources were used to enhance the quality of family life.                                                    |
|      |                               | 3.20 | The learner will identify actions that express respect for material resources.                                         | 3.21 | The learner will list ways teenagers can show respect for their own possessions as well as those of others.                                                          |
|      | Getting Control of Your Time  | 3.30 | The learner will identify ways to get control of his/her time.                                                         | 3.31 | Having kept a log of how time was used, the learner will analyze the use of time and identify improvements that could be made in controlling the time.               |
|      | Getting Control of Your Money | 3.40 | The learner will identify ways to get control of his/her money.                                                        | 3.41 | Given a case study including income and spending, the learner will analyze spending and recommend changes that are needed.                                           |
|      | Energy Concerns               | 3.50 | The learner will investigate the relationships between the use of human and non-human energy and management practices. | 3.51 | The learner will describe ways human and non-human energy can be used interchangeably.                                                                               |
|      |                               |      |                                                                                                                        | 3.52 | Having listed daily individual and family activities, the learner will identify activities and procedures that use the least amount of energy (human and non-human). |
|      | Recycling                     | 3.60 | The learner will analyze the alternate use of resource in relation to recycling.                                       | 3.61 | Given a recycling project, the learner will analyze resources used.                                                                                                  |
|      | Other Human Resources         | 3.70 | The learner will recognize the value of skills and abilities.                                                          | 3.71 | Given a list of skills and abilities, the learner will describe the value of each as a resource.                                                                     |
|      | World Influences              | 3.80 | The learner will identify the effect of world influences on resources.                                                 | 3.81 | The learner will describe how world influences affect personal and family management of resources.                                                                   |
|      |                               |      |                                                                                                                        |      |                                                                                                                                                                      |

#### 4.0 I HAVE A PLAN

##### Planning Process

4.10

The learner will demonstrate the use of planning in a management situation.

4.11

The learner will identify the type of plan needed for different situations.

4.12

The learner will identify types of standards and sequencing used in plans.

4.13

Having chosen a goal, the learner will develop a plan, including the standard and sequence, for reaching the goal.

##### Coping/ Surviving

4.20

The learner will use planning as a coping strategy.

4.21

Given chance cards describing events, the learner will develop a realistic plan for coping with the events.

4.22

The learner will describe the value of standing plans in relation to saving time and effort.

4.23

Given a situation in which plans may not work, the learner will develop a plan to fall back on.

##### Leadership Qualities

4.30

The learner will use leadership skills in planning.

4.31

In a home, class, or community situation, the learner will demonstrate leadership skills in helping plan a project or activity.

#### 5.0 KEEP THE SHOW ON THE ROAD

##### Controlling

5.10

The learner will check and adjust plans as the plan is carried out.

5.11

The learner will identify ways to control a plan when it is put into action.

5.12

Given plans that must be adjusted, the learner will identify a way to adjust each plan so that the plans can still be carried out.

## 6.0 PRODUCTIVITY- THE EASY WAY

Productivity 6.10 The learner will identify ways to increase productivity.

Preventing Strain & Fatigue 6.20 The learner will find ways to prevent strain and fatigue in working.

Making Work Easier 6.30 The learner will determine ways to make work easier.

Human Relationships 6.40 The learner will relate productivity and human relationships.

Responsibility 6.50 The learner will describe the relationship between responsibility and productivity.

## 7.0 CAREER AWARENESS

Careers 7.10 The learner will identify career opportunities related to management.

World Influence 7.20 The learner will identify the effect of world influences on productivity.

6.11 The learner will identify ways to increase production without increasing physical strain.

6.21 The learner will demonstrate ways to move and lift objects that prevent strain and fatigue.

6.22 The learner will select work heights and position equipment for work to prevent strain and fatigue.

6.23 The learner will describe how scheduling can reduce fatigue.

6.31 The learner will choose supplies and equipment that make work easier.

6.32 The learner will analyze activities to identify ways they can be done quicker and easier.

6.41 The learner will describe how work can be shared to increase productivity and improve relationships.

6.51 The learner will explain how a teenager's productivity may be increased if he/she feels a sense of responsibility.

7.11 The learner will list career opportunities in the area of management and describe qualifications.

7.21 The learner will describe how world influences affect personal and family management.

**Entrepreneurship 7.20** The learner will explore entrepreneurship in management.

**Management Practices 7.30** The learner will identify ways managerial abilities enhance a career.

**7.21** Having identified a self-employment opportunity in management, the learner will explore its feasibility.

**7.31** Given case studies, the learner will identify the use of management practices in a variety of careers.

7.32 Given a goal, the learner will develop a plan including the standards and procedures for reaching the goal.

7.33 Given chance cards describing events, the learner will develop a realistic plan for coping with the events.

7.34 The learner will describe the value of a standing plan in relation to saving time and effort.

7.35 Given a situation in which plans may not work, the learner will develop a plan to deal with it.

7.36 In a formal class or community situation, the learner will demonstrate leadership skills in leading a plan or project to completion.

7.37 The learner will identify ways to control a plan and how to put it into action.

7.38 Given plans that must be executed, the learner will identify a way to deal with each plan so that the plans can get carried out.

## CONSUMER EDUCATION

| CONCEPTS |                                | COMPETENCIES                                                                                              | LEARNER OUTCOMES                                                                                                                                           |
|----------|--------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0      | YOU AS A CONSUMER/<br>PROSUMER |                                                                                                           |                                                                                                                                                            |
|          | Introduction                   | 1.10 The learner will identify terms related to consumer education.                                       | 1.11 The learner will define consumer, consumerism, and prosumer.                                                                                          |
|          | Importance of Teenage Consumer | 1.20 The learner will determine the importance of the teenage consumer.                                   | 1.21 The learner will determine the types of businesses and industries that are affected by teenage consumers.                                             |
|          | Human Relationships            | 1.30 The learner will show ways to improve relationships when purchasing goods and services.              | 1.31 The learner will identify situations that demonstrate positive interaction with sales personnel and managers.                                         |
| T-22     | Self-image                     | 1.40 The learner will identify ways to promote a positive teen image to the business community.           | 1.41 Having identified teenage image problems with the business community, the learner will develop plans for improving the image of teenage consumers.    |
| 2.0      | NEEDS VS. WANTS                |                                                                                                           |                                                                                                                                                            |
|          | Introduction                   | 2.10 The learner will differentiate between needs and wants.                                              | 2.11 Given a case study, the learner will identify the needs and the wants of the people described.                                                        |
|          | Responsibility                 | 2.20 The learner will relate responsible consumer behavior to determining reasons for personal purchases. | 2.21 The learner will tell how responsible consumer behavior can be enhanced through determining reasons for buying or wanting certain goods and services. |
|          | Self-image                     | 2.30 The learner will relate the need for status to self-image.                                           | 2.31 The learner will indicate how one's appearance and possessions influence self-image and opinions of others.                                           |

Human  
Relationships

- 2.40 The learner will examine the effects on families when individual needs and wants within the family conflict.

- 2.41 Given an unfinished story concerning differing opinions on how money should be spent, the learner will complete the story and justify the conclusion.

- 2.42 The learner will describe changes in spending patterns that may be necessary when family income changes.

3.0 BUYMANSHIP

Coping/  
Surviving

- 3.10 The learner will identify ways of coping/surviving in the marketplace.

- 3.11 The learner will identify aspects of buymanship that help the consumer survive in the marketplace.

- 3.12 The learner will identify reasons for differences in price between name brand products and lesser known products of similar quality.

- 3.13 Given examples of advertising techniques, the learner will tell ways each influences teenage consumers.

- 3.14 The learner will give examples of misleading sales gimmicks.

- 3.15 Given specific labels, the learner will tell how each piece of information contributes to wise consumer choices.

- 3.16 Given a list of products, the learner will compare the cost of each in different types of stores.

- 3.17 The learner will list factors involved in making a "good" consumer choice of a product or a service.

#### 4.0 CONSUMER RIGHTS AND RESPONSIBILITY

- Responsibility**
- 4.10 The learner will explain reasons for exercising consumer rights and responsibilities.
- 4.20 The learner will describe responsible use of products, including safety features and health hazards.
- 4.30 The learner will explain his/her role as a legally responsible consumer.
- Coping/ Surviving**
- 4.40 The learner will determine ways shop-lifting affects businesses and consumers.
- Appreciation**
- 4.50 The learner will give examples of ways consumers can show appreciation for goods, services, or products.
- Leadership Qualities**
- 4.60 The learner will use leadership qualities to exert a positive influence on consumer concerns.

#### 5.0 SPENDING LESS/ CONSUMING LESS

- Recycling**
- 5.10 The learner will identify various methods for recycling articles for home, personal, or community use.

- 3.18 Given a situation involving a consumer choice, the learner will determine the "best buy" and defend the choice.

- 4.11 Having described the rights and responsibilities of the consumer, the learner will explain reasons teenagers should become responsible consumers who exercise their rights.
- 4.21 Given a product, the learner will tell ways to use it safely and responsibly.
- 4.31 Given a series of case studies, the learner will determine whether or not the consumer acted in a legally responsible way.
- 4.41 The learner will describe effects of shop-lifting on business and on consumers.
- 4.51 The learner will write a letter to a business concern stating why their product or service met his/her needs.
- 4.61 Having selected a problem related to a consumer concern, the learner will use leadership skill in exerting a positive influence.
- 5.11 Having surveyed his/her home and community, the learner will list recycled articles and tell the recycling method used.

|                      |                      |      |                                                                                                |      |                                                                                                                                                    |
|----------------------|----------------------|------|------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Prosumer             | 5.20 | The learner will analyze the feasibility of recycling.                                         | 5.21 | Given a "bunch of old stuff," the learner will analyze feasibility of recycling or extending its life.                                             |
|                      |                      | 5.30 | The learner will describe ways the prosumer can increase family or individual level of living. | 5.31 | The learner will compare the cost of ready-made goods with cost of material and time in making it.                                                 |
|                      |                      |      |                                                                                                | 5.32 | Given a family situation, the learner will suggest ways family needs can be met by producing goods or services for personal or family consumption. |
|                      |                      |      |                                                                                                | 5.41 | Given a specific world situation or event, the learner will describe its effect on the availability/cost of product(s).                            |
|                      |                      |      |                                                                                                | 5.51 | The learner will identify inflation fighting tactics in our everyday life.                                                                         |
| World Influences     | Coping/<br>Surviving | 5.40 | The learner will relate world situations and events to product availability and cost.          | 5.61 | Given an example of goods and services, the learner will tell how its cost is affected by energy costs.                                            |
|                      |                      | 5.50 | The learner will identify ways of coping/surviving in the marketplace.                         | 5.71 | Given a list of modes of transportation, the learner will rank from high to low in terms of non-renewable energy use and cost.                     |
|                      |                      | 5.60 | The learner will identify the effect of energy on cost of goods and services.                  |      |                                                                                                                                                    |
|                      |                      | 5.70 | The learner will compare various modes of transportation in terms of energy use and cost.      |      |                                                                                                                                                    |
|                      |                      |      |                                                                                                |      |                                                                                                                                                    |
| 6.0 CAREER AWARENESS | Careers              |      |                                                                                                |      |                                                                                                                                                    |
|                      |                      | 6.10 | The learner will explore various career opportunities in consumerism.                          | 6.11 | The learner will list and describe a variety of careers in the area of consumerism.                                                                |
|                      |                      | 6.20 | The learner will explore entrepreneurship in consumer education.                               | 6.21 | Having identified a self-employment opportunity in consumer services, the learner will explore its feasibility.                                    |
|                      |                      | 6.30 | The learner will determine how consumer skills contribute to success in entrepreneurship.      | 6.31 | Given situations related to self-employment, the learner will identify how consumer skills apply.                                                  |
|                      |                      |      |                                                                                                |      |                                                                                                                                                    |

# CHILD DEVELOPMENT

| CONCEPTS                    | COMPETENCIES                                                                                          | LEARNER OUTCOMES                                                                                                                 |
|-----------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1.0 CHILDREN AND YOU        |                                                                                                       |                                                                                                                                  |
| Appreciation                | 1.10 The learner will identify positive contributions of younger children.                            | 1.11 The learner will list reasons to appreciate younger children and ways of showing appreciation.                              |
| Teenage Influence           | 1.20 The learner will identify ways teenagers influence small children.                               | 1.21 Given situations involving teenagers and children, the learner will predict the effects on children.                        |
| 2.0 DEVELOPMENT OF CHILDREN |                                                                                                       |                                                                                                                                  |
| Development                 | 2.10 The learner will relate the developmental level of children to the expectations of other people. | 2.11 The learner will explain the sequence of development of children.                                                           |
|                             |                                                                                                       | 2.12 Given situations involving development of children, the learner will determine whether or not expectations are reasonable.  |
| Human Relationships         | 2.20 The learner will describe the effects of human relationships on the social growth of children.   | 2.21 The learner will explain the effect of relationships with significant others on the social development of children.         |
| Self-image                  | 2.30 The learner will show the relationship between childhood experiences and self-image.             | 2.31 Given examples of childhood experiences, the learner will describe possible effects of each on the self-image of the child. |
|                             |                                                                                                       | 2.32 Given situations involving significant others, the learner will state ways that a child's self-image can be enhanced.       |
| Responsibility              | 2.40 The learner will identify ways children learn responsibility.                                    | 2.41 The learner will give examples of ways children learn responsibility.                                                       |

|                      |       |                                                                                              |       |                                                                                                                                                           |
|----------------------|-------|----------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Play and Development | 2.50  | The learner will explain the relationships between children's play and their development     | 2.51  | The learner will explain why play is an important part of a child's social, physical, emotional, and mental development.                                  |
|                      |       |                                                                                              | 2.52  | Given specific play activities, the learner will relate the activity to the type(s) of development to which they contribute.                              |
| Coping/ Surviving    | 2.60  | The learner will identify childhood experiences that influence coping/surviving skills.      | 2.61  | Given situations involving childhood experiences, the learner will identify the coping strategies used by children.                                       |
|                      |       |                                                                                              | 2.62  | Given situations involving problems children face, the learner will identify ways that teenagers and adults can help them learn to cope in positive ways. |
| Recycling            | 2.70  | The learner will examine ways to make toys for children through recycling.                   | 2.71  | Given household objects and discarded toys, the learner will devise one educational and/or entertaining toy or game for children.                         |
| World Influences     | 2.80  | The learner will recognize world situations that could affect children.                      | 2.81  | The learner will explain how specific world situations could affect children.                                                                             |
| Energy Concerns      | 2.90  | The learner will show ways to develop energy conservation attitudes and actions in children. | 2.91  | The learner will illustrate ways energy saving techniques may be taught to children.                                                                      |
| Leadership Qualities | 2.110 | The learner will describe ways leadership qualities are developed in childhood.              | 2.111 | Given a description of an activity, the learner will list the leadership qualities that can be developed through the activity.                            |
|                      | 2.120 | The learner will demonstrate leadership in solving community problems related to children.   | 2.121 | Having identified a community need related to the development of children, the learner will exhibit leadership in relation to the problem.                |

### 3.0 CARE OF CHILDREN

- |      |                      |      |                                                                                         |      |                                                                                                                                                  |
|------|----------------------|------|-----------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| T-28 | Responsibility       | 3.10 | The learner will assume responsibility for the care of a child.                         | 3.11 | The learner will plan, organize, and carry out a care-giving activity for a pre-school child.                                                    |
|      |                      |      |                                                                                         | 3.12 | Given an example of a daily routine, the learner will describe an acceptable procedure to follow.                                                |
|      | Energy Concerns      | 3.20 | The learner will identify ways of saving non-renewable energy in the care of children.  | 3.21 | The learner will explain ways to save non-renewable energy in the care of children, with consideration given to safety and human energy demands. |
|      | Responsibility       | 3.30 | The learner will identify safety precautions necessary in caring for small children.    | 3.31 | Given situations involving safety hazards, the learner will determine proper safety precautions.                                                 |
|      | Coping/Surviving     | 3.40 | The learner will demonstrate appropriate coping strategies in caring for children.      | 3.41 | Given problem situations involving children, the learner will determine appropriate coping strategies.                                           |
|      | Leadership Qualities | 3.50 | The learner will display leadership qualities that are helpful in the care of children. | 3.51 | The learner will plan and lead a play activity for children.                                                                                     |

### 4.0 CAREER AWARENESS

- |                  |      |                                                                                           |      |                                                                                                                   |
|------------------|------|-------------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------------------------------|
| Careers          | 4.10 | The learner will examine career opportunities in the areas of child-care and development. | 4.11 | The learner will identify and describe career opportunities related to the care and development of children.      |
| Entrepreneurship | 4.20 | The learner will explore entrepreneurship in child care services.                         | 4.21 | Having identified a self-employment opportunity in child-care services, the learner will explore its feasibility. |

## HOUSING

| CONCEPTS                    | COMPETENCIES                                                                                                                                                                                 | LEARNER OUTCOMES                                                                                                                                                                                                                                                                                     |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.0 MY HOME</b>          |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
| Introduction                | 1.10 The learner will differentiate among terms related to housing.                                                                                                                          | 1.11 The learner will describe the differences among house, dwelling, and home.                                                                                                                                                                                                                      |
| Appreciation                | 1.20 The learner will recognize positive factors concerning various types of housing.                                                                                                        | 1.21 The learner will identify positive aspects about his/her own dwelling.<br>1.22 The learner will identify positive aspects of alternate types of housing.                                                                                                                                        |
| Self-image                  | 1.30 The learner will identify ways the living environment may reflect and/or affect self-image.                                                                                             | 1.31 The learner will list ways housing and living environment may reflect and/or affect one's self-image.                                                                                                                                                                                           |
| <b>2.0 MY FAMILY'S HOME</b> |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |
| Human Relationships         | 2.10 The learner will explain ways family relationships may be affected by housing.<br>2.20 The learner will describe how attitude toward sharing family's possessions affects relationship. | 2.11 Given descriptions of families and their housing, the learner will give examples of the effect of the amount and arrangement of living space on family relationships.<br>2.21 The learner will show how a family sense of "we" instead of "me" in the use of housing can improve relationships. |
| Coping/<br>Surviving        | 2.30 The learner will apply coping skills to problems in the living environment.                                                                                                             | 2.31 The learner will differentiate between aspects of the living environment over which teenagers can exercise some control and those over which they have little or no control.                                                                                                                    |

3.0 VOLUNTARY  
SIMPLICITY

- Responsibility 2.40 The learner will demonstrate responsibility for safety, upkeep, and improvement of the home.
- World Influences 3.10 The learner will identify world influences that affect housing decisions.
- 3.20 The learner will relate voluntary simplicity to housing.
- Energy Concerns 3.30 The learner will plan ways to reduce energy consumption in the home.

- 2.32 Given situations concerning problems in living environments, the learner will apply coping skills to arrive at solutions.
- 2.41 The learner will identify areas of housing responsibility that the teenager can assume or has assumed on a regular basis.
- 2.42 The learner will describe a home improvement for which he/she has or will assume responsibility.
- 2.43 The learner will identify areas of responsibility for safety in the home.
- 3.11 Having identified external factors, the learner will describe possible effects on local housing decisions.
- 3.21 The learner will explain voluntary simplicity in relation to housing.
- 3.31 Having identified the types and amounts of energy used in the home, the learner will describe the importance of energy conservation in the home.
- 3.32 Having determined energy saving techniques appropriate for the home, the learner will make an energy conservation plan for use within his/her home.

|     |                      |      |                                                                                                           |      |                                                                                                                          |
|-----|----------------------|------|-----------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------|
|     | Recycling            | 3.40 | The learner will identify ways to extend the use of household equipment and furnishings.                  | 3.41 | The learner will explain the value of extending the use of household equipment and furnishings.                          |
|     |                      |      |                                                                                                           | 3.42 | Having surveyed personal or family activities, the learner will develop a plan for extending the use of household items. |
| 4.0 | Leadership Qualities | 3.50 | The learner will use leadership qualities to exert a positive influence on others about housing concerns. | 3.51 | The learner will identify leadership roles in solving and/or alleviating housing problems in the community.              |
|     |                      |      |                                                                                                           | 3.52 | The learner will assume a leadership role in a community improvement project.                                            |
|     | TECHNOLOGY           |      |                                                                                                           |      |                                                                                                                          |
|     | Computers            | 4.10 | The learner will identify implications of computers in the home.                                          | 4.11 | The learner will describe some uses of computers in the home and predict effects on the family.                          |
|     |                      | 4.20 | The learner will relate computer selection to family/personal needs.                                      | 4.21 | Given a list of computer capabilities, the learner will tell how these can meet individual or family needs.              |
| 5.0 | CAREER AWARENESS     |      |                                                                                                           |      |                                                                                                                          |
|     | Careers              | 5.10 | The learner will determine some career opportunities in the housing area.                                 | 5.11 | The learner will identify career opportunities in the area of housing and describe requirements.                         |
|     | Entrepreneurship     | 5.20 | The learner will explore entrepreneurship in housing.                                                     | 5.21 | Having identified a self-employment opportunity in housing, the learner will explore its feasibility.                    |

# CLOTHING AND TEXTILES

| CONCEPTS                                  | COMPETENCIES                                                                                                    | LEARNER OUTCOMES                                                                                                                                                                      |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.0 INFLUENCES ON CLOTHING CHOICES</b> |                                                                                                                 |                                                                                                                                                                                       |
| Human Relationships                       | 1.10 The learner will relate dress to behavior and expectations of behavior.                                    | 1.11 The learner will identify the "message" conveyed by various types of clothing.<br>1.12 The learner will identify appropriate dress in relation to roles and different occasions. |
| Self-image                                | 1.20 The learner will explain relationships among clothing, self-image, and behavior.                           | 1.21 The learner will identify relationships between clothing and self-image.<br>1.22 The learner will predict ways clothing may affect behavior.                                     |
| Motivations                               | 1.30 The learner will identify motivations for clothing selection.                                              | 1.31 Given a series of pictures, the learner will identify the possible motivation for choosing the clothing.                                                                         |
| Human Relationships                       | 1.40 The learner will analyze the effects of peer pressure on clothing selection.                               | 1.41 The learner will identify the ways peer pressure affects clothing choices.                                                                                                       |
| Leadership Qualities                      | 1.50 The learner will describe how fashion leaders influence clothing selections.                               | 1.51 Given names and/or descriptions of people, the learner will identify those who are fashion leaders and explain the reasons.                                                      |
| Appreciation                              | 1.60 The learner will appreciate the wide range of clothing choices available today.                            | 1.61 The learner will compare the range of clothing choices today with those available in previous times.                                                                             |
| Coping/ Surviving                         | 1.70 The learner will determine alternative ways clothing needs and wants of the growing adolescent can be met. | 1.71 Given a case study showing the activities of a teenager, the learner will identify ways clothing needs can be met when growth is rapid.                                          |

Energy  
Concerns

1.80 The learner will comprehend the ways to reduce energy consumption through clothing.

World  
Influences

1.90 The learner will comprehend the effects of economic and cultural influences on clothing selection.

1.72 The learner will determine various sources to add to or stretch his/her wardrobe.

1.73 The learner will determine various sources to add to or stretch his/her wardrobe.

1.81 The learner will illustrate how energy consumption can be reduced through clothing selection and use.

1.91 The learner will recognize the various cultural influences upon our clothing styles.

1.92 The learner will determine how world economic factors influence production and availability of our clothing.

1-33

## 2.0 ACQUIRING CLOTHING

Responsibility

2.10 The learner will display responsibility in the selection of clothing.

2.11 The learner will describe responsible behavior in relation to his/her share of the family clothing budget.

2.12 Given a list of garments, the learner will identify the details of each garment he/she should check when buying the garment.

2.13 The learner will make responsible selection of clothing to be added to his/her wardrobe.

Sewing vs.  
Buying

2.20 The learner will compare the advantages/disadvantages of constructing and buying his/her own clothing.

2.21 Given a list of clothing articles, the learner will weigh advantages and disadvantages of buying and sewing each item.

|      |                           |  |      |                                                                                                                                      |      |                                                                                                                     |
|------|---------------------------|--|------|--------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------|
| T-34 | Recycling                 |  | 2.30 | The learner will analyze the advantages, disadvantages and opportunities for recycling clothing.                                     | 2.31 | The learner will list the places in the community where recycled or recyclable clothing may be obtained.            |
|      |                           |  |      |                                                                                                                                      | 2.32 | Given a recyclable garment, the learner will complete the repairs and/or alterations to make it wearable.           |
|      | 3.0 CLOTHING CARE         |  |      |                                                                                                                                      |      |                                                                                                                     |
|      | Responsibility            |  | 3.10 | The learner will use labels to determine how to care for clothing.                                                                   | 3.11 | Given a clothing label, the learner will tell the proper care for the garment.                                      |
|      | Energy Concerns           |  | 3.20 | The learner will analyze energy saving techniques for the care of clothing.                                                          | 3.21 | The learner will demonstrate energy saving techniques in the care of clothing.                                      |
|      | Responsibility            |  | 3.30 | The learner will show responsibility for clothing care.                                                                              | 3.31 | The learner will accept responsibility for laundry and other care of personal clothing.                             |
|      | 4.0 CLOTHING CONSTRUCTION |  |      |                                                                                                                                      |      |                                                                                                                     |
|      | Construction              |  | 4.10 | The learner will use sewing equipment in constructing a project.                                                                     | 4.11 | The learner will construct a simple project using proper machine operation and construction procedures.             |
|      | 5.0 CAREER AWARENESS      |  |      |                                                                                                                                      |      |                                                                                                                     |
|      | Careers                   |  | 5.10 | The learner will identify career possibilities in clothing manufacturing, design, sales, repair, cleaning, and other related fields. | 5.11 | The learner will identify a variety of careers in the area of clothing and textiles, and the requirements.          |
|      | Entrepreneurship          |  | 5.20 | The learner will explain entrepreneurship in clothing and textiles.                                                                  | 5.21 | Having identified a self-employment opportunity in clothing and textiles, the learner will explore its feasibility. |